

Profiles of the Gifted and Talented (Betts + Neihart)

Reading 1 | REFLECTION SHEET

What is the concept proposed by the author/s?

- There are 6 profiles of G+T children.
- Differentiates gifted individuals on basis of behaviour, feelings and needs
- Considers how a child is a combination of many characteristics including emotion and that giftedness will therefore impact personality.

Which groups of students may be excluded from standard testing?

- "The Challenging" as their giftedness is more creative and therefore may not be noticed in standard testing. Their behaviour can be tactless and aggressive and therefore not seen on the stereotypical view of gifted.
- "The Double labelled" as they've already been labelled as having a learning disability and are often perceived as average.

Which other identification methods may overcome this inequality?

- Creativity testing
- Parent / peer recommendations
- Informed special educational teacher recommendations
- Interviews
- Performance across curriculum

Which identification methods are appropriate for your school, and why?

- Parent / peer / G+T child / teacher interviews and recommendations
 - ↳ Important to gather info about child in variety of settings
 - ↳ gathering background info from parents is fundamental
- Looking at their performance across curriculum.

A Differentiated Model of Giftedness and Talent (Gagne)

Reading 2 | REFLECTION SHEET

What is the concept proposed by the author/s?

- A model that distinguishes giftedness (a natural ability in at least 1 domain that places the individual in the top 10% of their age peers) and talent (the mastery of a developed ability in at least 1 activity placing the individual in top 10% of age peers who are also active in that activity/field).
- Within giftedness it proposes 4 different domains: intellectual, creativity, socioaffective and sensorimotor.
- In order to be talented, one has to have the natural gift and there are catalysts that can hinder/further develop the gift.

Which groups of students may be excluded from standard testing?

- Students who have G/T in creative/art domains, where there are no standard tests to ascertain if they make up the top 10% for their age.

Which other identification methods may overcome this inequality?

- Looking at their performance rather than standard testing, related to same age peers.
- Parental interviews to ascertain whether there are intrapersonal or environmental catalysts that have had +ve/-ve impact on the process of developing gift into talent. Could they have a gift but it has not been recognised due to many -ve catalysts?

Which identification methods are appropriate for your school, and why?

- Parental interviews highly appropriate - take time with parents to recognise child's strengths/abilities.
- Performance can be looked at + discussed with appropriate teachers.

Cultural Gifts in the 90s and Beyond (Dorbis + Vassilevska)

Reading 3 | REFLECTION SHEET

What is the concept proposed by the author/s?

- Gifted and Talented children from ethnic minority groups are underrepresented.
- Community conceptions of Gifted + Talented need to be examined in order to better identify students from non-dominant cultures.
- Over reliance on academic excellence + school success from teachers as the main criteria to identify gifted children.

Which groups of students may be excluded from standard testing?

- Children from non-dominant cultures.

Which other identification methods may overcome this inequality?

- Variety of identification techniques developed in consultation with the community.
- Community nomination

Which identification methods are appropriate for your school, and why?

- Developing a school model of Gifted + Talented that incorporates the community + the vast cultures that are represented at Dulwich.

Asynchrony: A new definition of Giftedness (Silverman)

Reading 4 | REFLECTION SHEET

What is the concept proposed by the author/s?

- Giftedness is asynchronous development - an uneven development between one's actual age and their ~~character~~ mental ability. Often a gifted child will have a mental ability significantly higher than their physical maturity.
- Asynchrony intensifies as IQ increases.
- Asynchrony intensifies with increased discrepancies between strengths and weaknesses.

Which groups of students may be excluded from standard testing?

- Children with learning difficulties.

Which other identification methods may overcome this inequality?

- Isolating the domain in which they are gifted and using identification methods that purely test/look in depth at that particular ability.

Which identification methods are appropriate for your school, and why?

REFLECTION SHEET

Which profile or profiles were most applicable to your identified gifted student?

- The Challenging
- The Double Labelled

How do the Betts and Neihart profiles help you understand your identified gifted student?

- Highlighting some of the feelings and attitudes of the student.
- Identifying ways that can further support that child at home and in school.
- Helps explain some of student's behaviours could be related to their giftedness rather than personality. Giftedness shapes their personality.

How have the Betts and Neihart profiles raised your awareness about the nature of gifted students?

- Vast variety of behaviours that indicate giftedness and many of them are not what one would ^{initially} might assume as traits of giftedness.
- Gifted children have many different needs.
- Perception of gifted children by adults is very different depending on nature of giftedness.

How can the Betts and Neihart profiles be used as part of an identification process?

- View the typical behaviours, needs, attitudes and feelings outlined in the model to compare a gifted child to ascertain which profile they most fit.
- Can then look to see what kind of support they need to be given at home and in school.

How can the Betts and Neihart profiles be used to develop appropriate education goals for gifted students?

- Once a gifted child has been given a profile to which they are most like, their needs are then highlighted.
- Educational goals can be given that are most related to their needs and home/school support as identified on the Betts/Neihart chart.